

instead of at the bottom." I think it can be shown that these schools are doing nothing of the kind, that they are beginning at the bottom — and, so far as they can, are beginning at the top too. I am very sure that if we could get the facts with regard to all the schools represented here, we would find this to be true. Unfortunately most of these schools are called colleges or universities, and it is a natural supposition that they are engaged in doing college and university work. We should find the fact to be, however, that the great majority of the students in them are below college grades, below high-school grades, and that more than half of these students are in the grades of public school courses, and this, I am sure, is a conservative estimate. There is far more work done at the bottom than at the top.

The Common Supposition

Another thing is true about these institutions. The common supposition is that we are giving all the young men and women a college training. This is very far from the fact. The overwhelming majority of pupils who come from country places, from villages and towns, come and study for one, two, or three years and then go, straight as railways will carry them, back to their farms and villages and homes, and these institutions are a sort of selective agency which, out of the great mass of pupils that come to them in the lower grades, select by various devices the young men and women who are fitted to take higher, college and professional courses; and as you go up the ladder you find that the classes become beautifully less and that the graduates of an institution that has a large enrollment are very few in proportion to the total number of students.

An editor of a Northern paper made the absurd statement that in Georgia there were 30,000 graduates from Negro colleges. There were not that many that had been to colleges. And at that time there were less than three thousand Negroes in the whole United States who from the beginning of our national history to that time had received a university or college education.

These young men and women who come to us for one, two, or three years will reach, by going back to their homes, directly and immediately, every community, almost, in the South.

Reaching the Mass of Negroes Directly

You had last night a proof that Mr. Hartshorn had informed himself about these things, and he is realizing that through

these young men and women whose stay in the schools is short — as much as through those who go on and graduate — we are to reach directly the mass of the colored people.

I find myself, as time passes, feeling a good deal more anxiety about that boy or girl who comes to college for a short time, than I do for those who stay through a long course of years. If we keep a young man long enough, we can give direction to his powers and initiative so that when he goes out he will do what Negro members of this Conference, one-time students in those schools, are doing now, — become active in some kind of useful work among his people. But these young men and women who go straight back to their homes are too often neglected. We do not realize here is a tremendous opportunity to direct and immediately affect the lives of the Negroes throughout the entire South.

I wish to speak of two dangers in this educational work, and these dangers will lead up to what I regard as the special needs of our educational work for the colored people. The first danger is that we shall overestimate the importance of mere knowledge in forming the character of the boys and girls in the schools. It is a sort of well-worn adage in the schools that knowledge is power. And it is one of those half truths that are sometimes very dangerous. Knowledge is not power. A man may know a great many things, and be able to do a very few things. We should remember that knowing is one thing and knowing how is another. And what we need in our schools is to reach our pupils in the lower grades and in the higher grades and to teach them not simply to know, but to know how to get done the multitude of things that need doing among the masses of the Negroes.

Industrial or Manual Training

It is in those lower grades that I believe we ought to have the Industrial or Manual Training. That will illustrate what I mean by "knowing how." If we can get those boys and girls into courses of study that will enable them to use their information in a practical way, and that will fit them to go back to their homes and improve their homes; that will enable them to say to their father and mother, "Why, I have learned a better way of doing that thing," and by use of a few simple tools to help improve their homes, it will be worth while. The connection between knowing and knowing how is too often lacking, and this our teaching should supply. It is not so much the boy who goes